

# THE IMPACT OF TEACHING LISTENING COMPREHENSION BY AUDIO VIDEO AND AUDIO PICTURE AIDS ON THE THIRD SEMESTER STUDENTS' LISTENING PROFICIENCIES OF ENGLISH EDUCATION DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY IN THE ACADEMIC YEAR 2009/2010

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## ABSTRAK

*Belajar mengajar listening di Jurusan Pendidikan Bahasa Inggris Universitas Muria Kudus telah dijalankan dengan menerapkan berbagai tehnik, seperti latihan melengkapi, mendekte, membuat parafrase, mencatat dan lain-lain. Walaupun demikian hasil kemampuan mendengarkan para mahasiswa tidak menunjukkan nilai yang maksimal. Hal tersebut berdasarkan hasil nilai mahasiswa ketika mereka mengambil matakuliah Listening Comprhension I ketika mereka masih di semester dua. Sehingga dengan melakukan penelitian saya berharap dapat memberikan pengalaman yang baru bagi mahasiswa dalam praktik Listening dan pada waktu yang sama meningkatkan kemampuan mendengarkan mereka. Dalam penelitian ini saya memperkenalkan pada materi Listening yang disajikan dalam audio video dan audio picture. Ancangan penelitian yang digunakan adalah true experiment ancangan post-test dua kelompok, satu group sebagai kelompok experiment dan satunya sebagai kelompok kendali. Kelas audio video sebagai kelompok experiment dan kelas audio picture sebagai kelompok kendali. Setelah memberikan perlakuan selama enam kali pertemuan pada pertemuan ke tujuh saya memberikan merika test. Hasil dari tes tersebut menunjukkan bahwa harga dari t-observasi ( $t_o$ ) adalah 0.014. sedangkan level significant menunjukkan 0.05 , dengan Df 54 dan harga dari t-table ( $t_t$ ) adalah 2.02. Karena  $t$ -observation lebih rendah dari pada t-table ( $t_o = 0.014 < t_t = 2.02$ ) [ $t_o < t_t$ ] jadi saya menyimpulkan bahwa tidak ada perbedaan yang siknifikan antara kemampuan mendengarkan siswa yang diajar dengan menggunakan audio video dan yang diajar dengan menggunakan audio picture. jadi saya menyarankan bahwa video dan gambar dapat digunakan dalam belajar mengajar Listening. Dosen pengampu dapat mengkombinasikan teknik tersebut dengan berbagai variasi latihan.*

**Kata kunci :** kemampuan listening, audio video, audio gambar

## ABSTRACT

*The teaching and learning listening at English Education Department of Muria Kudus University has been done in various techniques, such as by doing completion, dictation, paraphrasing, note-taking and so on. However the result of the students' listening proficiencies does not show the maximum result. Those are based on the result of the students' scores when they took Listening Comprehension I when they were in the second semester. So by doing this research I expect that I can give the students new experience in doing listening and at the same time increase their listening proficiencies. In this research, I introduce the students to some listening materials which are served in audio video and audio*

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*picture. The research design used is true experiment of two groups' post-test design, with one group as the experiment group and the other group as the control group. The audio video class as the experimental group and the audio picture class as the control group. After giving them the treatment in six meetings on the seventh meeting I give them a test. The result of the test shows the value of t-observation ( $t_o$ ) based on the result of the calculation is 0.014. Meanwhile, on the level of significance 0.05, with Df 54 the value of t-table ( $t_t$ ) is 2.02. Because t-observation is lower than t-table ( $t_o = 0.014 < t_t = 2.02$ ) [ $t_o < t_t$ ] so I conclude that there is no significant difference on the Students' Listening Proficiencies between those who are taught by Audio Video Aids and those who are taught by Audio Picture aids. I suggest that video and picture can be used in teaching and learning listening comprehension. The lecture can combine those techniques with variation of tasks and activities.*

**Key words :** *listening proficiencies, audio video, audio picture*

## INTRODUCTION

As foreign language learners, students of English Education Department of UMK have to be able to understand what people say in English to them. It is because in communication the participants should be able to understand each other in order to make the communication run well. If one of the participants does not understand his opponent's speaking because he fails in listening and does not give any appropriate respond, the communication objectives may be not well achieved. Therefore the students' proficiencies in listening should get better attention from the lecturer as listening is one of language skills which cannot be neglected. Moreover listening skill is needed in almost all of the teaching and learning English courses.

Listening skill of foreign language students is not derived naturally, because the language itself is not applied in the society communication. The students may only be able to practice their listening in the classroom or among other foreign language learners at campus. The process of listening in classroom involves students and lecturers. In the classroom the students are given some lists of exercises from a number of listening materials. Probably the main source of listening for students is the voice of their lecturer. It is because in teaching learning process, a lecturer talks as he gives some instructions to his students and students should understand him. On the other hand, listening to the lecturer only can be boring and monotonous; in fact listening to other supplemented material such as records from native speaker might produce challenging experience.

Brown (2001:59) in his book *Teaching by Principles*, states that a classroom technique has a great chance for success if it gives some beneficial feedback to the students. The students attend the course because it is fun, interesting, challenging and not because they need some knowledge from the course or reward from their teacher. So by providing some authentic listening materials will definitely motivate them to joint listening course.

Recently a lot of listening materials are derived from recorded extract, for instance on CDs, tape records, videos and others. Liou, Katchen, and Wang (Eds.) (2003) say that 'University-level listening courses are usually taught using a textbook with accompanying audiotapes. More recently some texts and also some teachers have been incorporating some video materials. While there have been many anecdotal reports about how motivating video is, there have been few serious studies on video use'.

In the curriculum, the English Department of Muria Kudus has included Listening Comprehension as one of the subjects. The teaching and learning listening itself has been done in various techniques, such as by doing completion, dictation, paraphrasing, note-taking and so on. Other technique, such introducing the students to visual aids (e.g. pictures) has been done in several occasions, but giving them motion pictures in the classroom is done quiet seldom. Moreover, a research on how those techniques effect on the students' listening proficiencies has never been conducted.

However the result of the students' listening proficiencies does not show the maximum result. Those are based on the result of the students' scores when they took Listening Comprehension I when they were in the second semester. So by doing this research I expect that I can give the students new experience in doing listening and at the same time increase their listening proficiencies.

Therefore on this occasion, I intend to conduct a research on how audio video involves in teaching and learning listening, to reveal the impact of such technique on the students of English Education Department of Muria Kudus University listening proficiencies. Hopefully that by conducting this research it will give a challenging and motivating experience in their listening courses. So by doing this research I expect that I can give the students new experience in doing listening and at the same time increase their listening proficiencies.

Based on the background I have explain previously, the purpose of this study is to find out whether there is any significant difference on the students' listening proficiencies between those who taught by audio video aids and those who taught by audio picture aids.

## **REVIEW TO RELATED LITERATURE**

### **A. Teaching Listening**

Listening skill of second language is not derived naturally; it needs some processes of learning. The processes of listening in the classroom involve a teacher and students. In the classroom the students are given some lists of exercises from a number of materials. A lot of listening materials are derived from recorded extract, for instance on CD, tape record, video

and others. Probably the main source of listening for students is the voice of their teacher. Individual voice of the teacher can also be called as the source of listening, because in teaching learning process, teacher talk as he is giving some instructions should also be understood by their students. But in fact the students need variety in listening then just listen to the teacher's voice.

Harmer suggests some listening principles (2007:135-136),

'Firstly a teacher should encourage his students to listen as often and as much as possible. Beside listening activity in the classroom, students should also practice away from the classroom through internets, TVs, CDs, tapes, radio and so on. Secondly, teacher should also help the students to prepare themselves for listening. It means they will need to look at pictures, discussed the topic, or read the questions first. Thirdly, when the teacher play the track only once probably there will be no spare time for them to pick up some important information, then they will ask for second chance. Fourthly, teacher should draw out the meaning of what is being said, what is intended and find out what impression it makes on the students. Fifth, a teacher should also consider about the stage of the students, they have to be classified in their own level of listening, because different listening stages deserve different listening task. The last part, the teacher asks the students to use time and emotional energy in a listening text – than it makes sense to them to experience in many different applications of listening.'

There are obviously many differences among the students we teach all over the world. Concerning to the background differences, the students also have different attitudes in their classroom. Thomson (2005) says that some teachers find that their students are often busy talking and chatting among others and do not concentrate on the listening subject. We know that in listening students need full concentration on the audio being played, otherwise they may not catch the messages from the audio. Some students have low motivations because they are forced to be in the class and because their own willingness. Some of them have problem on concentration and find listening is more difficult than other subjects. Students simply turn off when listening to spoken English as it seems too difficult to follow without high level of concentration.

Richards (2008: 4-10) introduces two kinds of processes in listening, they are Top-down and bottom up processing. Top down processing refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom up processing starts from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic, situational or contextual knowledge, or knowledge in the form of "schemata" or "scripts" plans about the overall structure of events and the relationships between them.

Bottom-up process stems from linguistic knowledge. This process identifies the meaning from linguistic elements in an order from the smallest linguistic unit like phonemes, words, sentences to the largest one like complete texts. It is the process where learners rely on the sounds, words and grammar in the message in order to create meaning. The listening activity involves exercises such as dictation, cloze listening, and the use of multiple choice questions after a text, and similar activities that require close and detailed recognition.

Top-down interpretation, on the other hand, requires the students to go to the listening with their prior knowledge of topic, context, and type of text as well as knowledge of language to reconstruct the meaning using clues. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. The listening activities may come out with prediction. It starts from giving the students some clues such as some key words, pictures or even silent videos. The next step, students should be given some chances to predict the topic, situation or what going to be next.

So in this research, I provide some exercises for the students which involve those two processes. For Top-down processing, on pre-listening I play them silent videos or give them series of pictures then give them a chance to predict the topics, or situations. For Bottom-up processing, on the other hand, while listening I provide them some exercises such as cloze task, multiple choice question and paraphrasing.

## **B. Audio Video**

Harmer (2007: 144) explains that using video can be much richer than using audio. Video doesn't only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; so do their clothes they wear, their location, etc. background information can be filled in visually.

Basically video is a form of moving pictures recorded in a video tape. Recently, videos have been sources of authentic language and selected as the means of teaching and learning ESL. Liou, Katchen, and Wang (Eds.) (2003), also explain that;

‘Video, and in particular films, offers some advantages for enhancing listening skills. Although films are scripted, they are made to sound natural to the native speaker and thus they do represent authentic language. Too much teaching material is presented in artificially slow and clear language, but at some point students need to be able to deal with language as it is naturally spoken. Since they do not live in an ESL context, films to some extent substitute for the input of students they cannot get from outside the classroom.’

The videos in this research are selected from various sources, i.e. film, short home videos, news program etc. I will select only some parts of the film which may contain interpersonal or transactional dialogue or conversation and also monologue. The videos used for the teaching aids last no longer than ten minutes. These short forms of videos are chosen to give the students chance understanding videos in detail i.e. the background of information, situation, topic of the dialogue etc.

Moreover giving the students long terms videos may trap them in unexpected situation like uncritically and lazily and just enjoy the story in the video like they always do when they watch film or movie at home. Harmer (2007: 144) has warned about the danger of videos. The students may treat them rather as they treat watching television, uncritically and lazily, on the other hand teachers want them to engage; not only the content of what they are seeing but also other language features.

### **C. Audio Picture**

Some listening book texts have included some pictures in, in order to give the students some clues on what they will listen. They even include colorful picture to provide clues on color or just to attract the students' intention. In this way picture also motivate the students to learn. Picture also use in testing the students, e.g. TOEIC test has included pictures in some test items. But how these pictures influence students' listening proficiencies, a further research need to be conducted.

Picture can be used as an aid to give the students illustration on the natural situation where the language is used. Picture provides the information for the students on what they will listen. Moreover, because it gives illustration on the real context, it is expected to be able to increase the students' interest in the subject. Werff (2003) as quoted in <http://www.teachingenglishmadeeasy.com/excerpt.pdf>, says that some teachers are successfully bring the most reticent students to the lesson by using pictures. This shows how pictures can be used as an effective media in teaching listening to ESL and EFL.

Based on the information found in <http://www.teachingenglishmadeeasy.com/excerpt.pdf>, there are several steps that we need to consider when choosing pictures. First in choosing the pictures we need to determine the theme to the class, the picture should be suitable with the chosen theme, and the last, the pictures quality should be good (clear and large enough for the students) and if it is possible we can provide them colorful pictures.

#### **D. The Authentic Material as Media of Teaching**

The process of listening for English as foreign language students (ESL) probably start from their classroom. It is because the language they used in daily life is not English. In the listening classroom, the ESL students will get a chance to listen to English use like in conversations, short functional texts, or even monologues. The target of a listening activity is basically to make the students to get used to the English sound, words, phrases, sentences, paragraphs, and they are also expected to be able to comprehend what lies behind those linguistics aspects such as, the strands of meaning of utterances, context and so on.

In listening class the students are being trained to master the listening ability, so they will be able to apply there is ability in real world communication. In this case, to bring them some authentic materials in to the classroom will give them challenging opportunity and to introduce them to the real world listening. Berardo says that authentic materials give the students experience to the use of language in the real contexts. Other benefit from bringing the authentic material into classroom is that when using the materials the students are highly motivated, moreover the material give them a sense of achieving when the students understand the meanings. (2006: 60)

Berardo adds that other benefit of using authentic material is like bringing the classroom outside. The students will learn about language used in the environment, not the language used in the purpose of learning material. The students will experience the real language and how the language is used. Here the role of the teacher is not deluded the language learner but to prepare them, giving the awareness and necessary skills so as to understand how the language is actually used. (2006: 60)

The definition of authentic materials used in this paper is taken from Peacock (1997) as quoted by Martinez: materials that have been produced to fulfill some social purpose in the language community (<http://www3.telus.net/linguisticsissues/authenticmaterials.html>). Widdowson (1990) defines *Authentic* as a material designed for native speakers of English used in the classroom in a way similar to the one it was designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live.

Like any other materials bringing the authentic material into classroom has advantages and disadvantages. Martinez writes about the advantages and disadvantages of authentic material. The advantages of using authentic material are students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. Authentic materials keep students informed about what is happening in the world, so

they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities (Sanderson, 1999). Textbooks often do not include incidental or improper English. They can produce a sense of achievement, e.g., a brochure on England given to students to plan a 4-day visit. The same piece of material can be used under different circumstances if the task is different. Language change is reflected in the materials so that students and teachers can keep abreast of such changes. (<http://www3.telus.net/linguisticsissues/authenticmaterials.html>).

Beside of those benefits, Martinez also mentions that authentic material has some disadvantages. The material may be too culturally biased, so unnecessarily difficult to understand outside the language community. The vocabulary might not be relevant to the student's immediate needs. Too many structures are mixed so lower levels have a hard time decoding the texts. Special preparation is necessary which can be time consuming. With listening, there might be too many different accents. The material can become outdated easily, e.g. news. (<http://www3.telus.net/linguisticsissues/authenticmaterials.html>).

Probably, the richest source of gathering authentic material is by downloading from the internet. From the internet we can get many materials in video, audio or in written form. Therefore in this research I adopt some materials from the internet in order to give the students some experience of listening to the authentic material as their learning resources. In this research the video are varied from short movie series, news video, and video interview.

## **1. Movie**

In Free on Line Dictionary (<http://www.thefreedictionary/movie.com>), it is mentioned that movie is a sequence of photographs projected onto a screen with sufficient rapidity as to create the illusion of motion and continuity. A movie is also defined as a connected cinematic narrative represented in this form. Its purpose is to entertain its audiences because it enacts the story by sound and a sequence of images giving the illusion of continuous movement or visual effect.

In this research, I selected some videos from movie series ranging from:

- (i) Mickey Mouse Club House. I choose this video in the first meeting with consideration that this movie uses simple English and the characters are speaking not very fast, so I believe that the students will understand the topic easily. Moreover in their first meeting I want to introduce the listening material as an introductory course, so I start from the easy one.



- (ii) A video from babytv channel. This video also uses simple English as it is designed for children.
- (iii) The third video is coming from the SpongeBob Squarepant movie series. This movie is oriented for children and teenagers. The characters in this movie use more complex English and they speak faster than the characters in Mickey Mouse, or Babytv Channel.
- (iv) The videos which use natural English (English in daily life), are derived from The Costby Show series and Dean Martin series. From this video, I expect that the students will experience the English like in real context and learn some new words or expression used in natural communication.

## **2. Video News**

Based on information in (<http://www.thefreedictionary/news.com>), I define news as information about recent events or happenings, especially as reported by newspapers, periodicals, radio, or television. News also can be interpreted as presentation of such information, as in a newspaper or on a newscast. The news videos in this research is selected from internet, but the news are usually present in television in form of news video. The news contents some information about artists (e.g. Michael Jackson) or about world issues (e.g. banning smoking in public places).

## **3. Video Recording Interview**

As written in (<http://www.thefreedictionary/interview.com>), interview is a formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant. Interview is done in an account or a reproduction of conversation, such as one conducted by a reporter, in which facts or statements are elicited from another. In broadcasting an interview is usually conducted for television, radio, or news paper. The materials that I select in this research are from artists interview conducted for television program (e.g. an interview of Brad Pitt about his latest movie).

Probably the most authentic and natural English is found in news and interview video, because the language is used for the purpose of daily communication. In movies, the contexts are usually made for the purpose of entertainment.

## **E. LISTENING PROFICIENCIES**

Listening is a skill is not only related to distinct process of hearing which involves merely perceiving sound in a passive way only, but in a broader sense listening occupies an active and immediate analysis of the streams of sounds with various strand of meaning. According to Harmer's opinion, in listening courses students need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to understand specific information i.e times, numbers, names, place etc and also general understanding i.e. main topics etc. (2007:135)

## **F. THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT STUDENTS OF MURIA KUDUS UNIVERSITY**

Muria Kudus University consists of six faculties of nine departments. Department of English Education, S1 level, belongs to the Faculty of Teachers Training and Education. In English education department, students are trained to be good English teachers. As well as in English Education Department of UMK, the institution develops the best curriculum and facilitates the teaching and learning process in order to build good, intelligent and smart teachers. To have such criteria, needs hard work. Good teachers should master all aspects of their subject. In this case, English teachers should understand English very well. It includes the grammar, vocabularies, pronunciation, and the language skills; listening, speaking, writing and reading in the target language itself.

The third semester students in this research are English Education Department students of Muria Kudus University in the academic year 2009/2010 who attends Listening Comprehension II subject. They have taken Intensive course in their first semester and in the second semester they also have taken Listening Comprehension I as the perquisites subjects.

Listening Comprehension II subject emphasizes on the students comprehension on longer interpersonal and transactional dialogues and monologues. The basic competences of the subject include identifying main topics, speakers' intention, and the context of situation.

## **RESEARCH METHODOLOGY**

### **A. Research Design**

The major aim of this study is to find out the students' listening proficiencies after being taught by audio video aids compare to the students' listening proficiencies after being taught by audio picture aids. Therefore this study belongs to quantitative research. The research design used is true experiment of two groups' post-test design, with one group as the

experiment group and the other group as the control group. The design based on Cohen (Eds) (2007: 278) is:

Experimental	R <sub>1</sub>	X	O <sub>1</sub>
Control	R <sub>2</sub>		O <sub>2</sub>

Where,

R = randomization

X = treatment

O<sub>1</sub> = group I test (experiment group)

O<sub>2</sub> = group II test (control group)

## **B. Subject**

The subjects of this study are the students of the English Education Department of Muria Kudus University attending Listening Comprehension 2 in the academic year 2009/2010. The sample of this research will be taken through cluster random sampling. There are 7 classes of listening Comprehension II and the two experimental classes are decided by cluster random sampling through lottery. Listening Comprehension II class B is then decided to be the control group and listening comprehension II class D is then decided to be the experimental group.

## **C. Procedures of Data Gathering**

Before assessing the students' proficiencies in listening, the students from both groups are given special treatments. The experimental group is taught by audio video aids. Two audio videos are being prepared for the students through every meeting along with other supplemental activities. First the students are experienced to see a video which is played without sound then allow them to guess possible topics which might be brought through the videos by given them several options. Those activities I intended to call pre activities. The next activities, I call as the main activities. In this section the video is played with sound then the students are being given some questions for further comprehension of the supporting ideas on the video they have seen.

The control group students are given a special treatment by teaching them with audio picture. Two audios with picture aids are given to the students in each meeting. First the students will examine the picture provided for them, then allow them to guess the possible topics before the audio is being played. The next activities, the students will hear the audio then answering some question related to the topic served through the audio.

These kinds of activities last in six meetings. The description of the activities will be well arranged in the Teaching Plan.

The materials of the subject in this research are in forms of audio video and audio picture. Audio video is provided in short duration varying from five to ten minutes which contains, selected conversation topics and monologues. The video is given to the students by omitting the subtitle.

#### **D. Instrument**

The instrument of this research is a multiple choice test. It consists of fifty items, divided into twenty items test with audio video aids, thirteen items tests of audio picture aids, and seventeen items test of audio aids only.

#### **E. Type of Data**

This research uses the students' test scores as the data. The scores are derived from the post test which given to the students at the end of the meeting after the treatments.

#### **F. Data Analysis**

As this research is a quantitative one, a statistical analysis is used in analyzing the data. The statistical analysis includes means, medians, modes, standard deviations, and t test. Those statistics are applied to prove the hypothesis of the research, i. e. there is relationship between teaching with audio video and the listening proficiencies of the third semester students of the English Education Department of Muria Kudus University.

The analysis of the data of this research will be done base on statistical inferential (Saleh, 2001: 44). Statistical inferential is used in explaining correlations and different mean technique. In this research I analyze different mean technique which uses *t-test*. There are several steps in explaining this technique, they are;

1. frequency distribution
2. central tendency;

$$\mathbf{a. \text{Mean}} = \frac{\sum fx}{N}$$

where,

$\sum fx$  = the sum of each of value in the distribution

N = the number of sample

$$\text{b. Median (Md)} = \text{Bmd} + I \left[ \frac{\frac{N}{2} - F}{f_{md}} \right]$$

where,

Bmd = lower limit of median interval minus 1/2

F = sum of frequency before interval median minus 1

$f_{md}$  = frequency of median interval

N = the number of sample

$$\text{c. Mode (Mo)} = \text{Bmo} + I \left[ \frac{b_1}{b_1 + b_2} \right]$$

where,

Bmo = lower limit of modus

b1 = interval frequency of the modus with decrease of before frequency

b2 = interval frequency of the modus with decrease of next frequency

### 3. Standard deviation and variance.

$$\text{Standard Deviation} = SD = \sqrt{\frac{\sum f(x')^2}{N} - \left( \frac{\sum fx'}{N} \right)^2}$$

where,

SD = standart defiation

$\sum fx'^2$  = the sum of square of each

$\left[ \sum fx'^2 \right]$  = the sum score of the score squared

N = the number of sample

### 4. T test

T-test Formula :

$$\text{to} = \frac{X_1 - X_2}{\sqrt{\sigma^2 \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Formula to compute the Variants ( $S^2$ )

$$\sigma^2 = \frac{(n_1 - 1)SD_1^2 + (n_2 - 1)SD_2^2}{n_1 + n_2 - 2}$$

Note: to = t-observation

X1 = the Mean of post test score in experiment group

X2 = the Mean of post test score in control group

N = the number of sample

$\sigma^2$  = Variants

SD = Standard Deviation

The criteria of measuring the test score (Arikunto,1998:251) as follows :

80 - 100	Excellent
66 - 79	Good
56 - 65	Sufficient
40 - 55	Low
30 - 39	Poor
< 30	Bad

Hypothesis

Ho : SLPAV = SLPAP

Ha : SLPAV  $\neq$  SLPAP

SLPAV = Students' Listening Proficiencies taught by Audio Video Aids

SLPAP = Students' Listening Proficiencies taught by Audio Picture Aids

## FINDINGS AND DISCUSSION

### A. Data Description

#### 1. The Students' Listening Proficiencies Taught by Audio Video Aids

After holding the treatment in class D of Listening Comprehension II as experiment group, it is found that the highest score is 92 and the lowest score is 54. The next step is putting them into the table of frequency distribution. In addition, the table can be seen as follows:

**Table 4.1. The Frequency Distribution of the Students' Listening Proficiencies Taught by Audio Video Aids**

Score	Frequency	Percentage (%)
89 - 95	4	14.8
82 - 88	1	3.7
75 - 81	4	14.8
68 - 74	13	48.2
61 - 67	4	14.8
54 - 60	1	3.7
<b>Total</b>	<b>27</b>	<b>100</b>

The result of the calculation shows that, the score of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 who attends listening Comprehension II Taught by Audio Video Aid runs from 92 to 54. The average score (Mean) is 74.11. The Median (Md) is 70.5. The Mode (Mo) is 71. The Standard Deviation (SD) is 9.2.

Based on those findings, it can be concluded that the students' listening proficiencies of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 who attends listening Comprehension II taught by Audio Video Aids can be categorized as **good**.

## **2. The Students' Listening proficiencies Taught by Audio Picture Aids**

From the data of test in class B as Control group, the score of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 who attends listening Comprehension II Taught by Audio Picture Aids found that the highest score is 90 and the lowest score is 44. The table of frequency distribution as follows:

**Table 4.2. The Frequency Distribution of the students' Listening proficiencies Taught by Audio Picture Aids**

Score	Frequency	Percentage (%)
84 - 91	7	25
76 - 83	7	25
68 - 75	6	21.43
60 - 67	6	21.43
52 - 59	0	0

Score	Frequency	Percentage (%)
44 - 51	2	7.14
	<b>28</b>	<b>100</b>

From the calculation the scores of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 who attends listening Comprehension II Taught by Audio Picture Aids found that the scores range from 90 to 44. The value of Mean is 74.07. The median is 76.64. The mode (Mo) is 83.5. The Standard Deviation (SD) is 11.31.

Based on those findings, it can be concluded that listening proficiencies of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 who attends listening Comprehension II Taught by Audio Picture Aids can be categorized as good.

## B. Hypothesis Testing

As mentioned the formula of the statistic hypothesis are :

Ho :  $SLPAV = SLPAP$

Ha :  $SLPAV \neq SLPAP$

The null hypothesis (Ho) is there is no significant difference on the Students' Listening Proficiencies between those who taught by Audio Video Aids and Audio Picture Aids. The statistic hypothesis (Ha) is there is a significant difference on the Students' Listening Proficiencies between those who taught by Audio Video Aids and Audio Picture Aids

To test the hypothesis, I analyzed the data by using t-test on the level of significance 0,05 and the degree of freedom (Df) 54 which is gained from  $(N - 1)$ . The value of t-observation ( $t_o$ ) based on the result of the calculation is 0.014. Meanwhile, on the level significance 5% , with Df 54 the value of t-table ( $t_t$ ) is 2.02. Because t-observation is lower than t-table ( $t_o = 0.014 < t_t = 2,02$ ) [ $t_o < t_t$ ] so **the Null hypothesis (H<sub>o</sub>) that states there is no significant difference on the Students' Listening Proficiencies between who taught by Audio Video Aids and Audio Picture Aids is confirmed . Meanwhile, the alternative hypothesis (H<sub>a</sub>) that states there is significant difference on the Students' Listening Proficiencies between who taught by Audio Video Aids and Audio Picture Aids is rejected.**



Therefore, I conclude that there is no significant difference on the Students' Listening Proficiencies between who taught Audio Video Aids and those who are taught by Audio Picture Aids

### **C. Discussion**

After conducting the research and doing the statistical analysis on the data, I can explain the result of the research on listening proficiencies of the third semester Students of English Education Department of Muria Kudus University academic year 2009/2010 taught by audio and video aids and those who taught by audio picture aids.

#### **1. The Listening Proficiencies of The Third Semester Students of English Education Department of Muria Kudus University Academic Year 2009/2010 Taught By Audio and Video Aids**

In this research the third semester students of English Education Department in Listening Comprehension Class D or Audio Video Class were taught for six meetings by providing them videos as the aids while they were listening to the audio and doing the tasks. On the seventh meeting they were given a test to find out the result on their listening proficiencies.

After the test was given and the students' scores were analyzed, I found out that the students' listening proficiencies who taught by using audio and video aids were good. This is based on the fact that the students' average score (Mean) is 74.11, The Median (Md) 70.5, The Modus (Mo) 71, and The Standard of Deviation (SD) is 9.20. The scores were ranged from the lowest (54) to the highest (92).

#### **1. The Listening Proficiencies of The Third Semester Students of English Education Department of Muria Kudus University Academic Year 2009/2010 Taught By Audio and Picture Aids**

As the control group, the Audio and picture class or the third semester students of English Education Department in Listening Comprehension Class B were taught for six meetings by providing them some pictures which were related to the audio as the aids for doing the listening task. In the seventh meeting, the students' listening proficiencies were tested.

From the students' scores, it was found out that the scores were ranged from the lowest (44) to the highest (90). The value of Mean is 74.07, the median is 76.64, the

mode (Mo) is 83.5, and the Standard of Deviation (SD) is 11.31. As the result the students' listening proficiencies in Audio and Picture Class is categorized as Good.

## **2. The difference of The Students' Listening proficiencies of the English Education Department of Muria Kudus University Academic Year 2009/2010 Taught By Audio and Video Aids and those who Taught by Audio and Picture Aids**

After analyzing the data by using t-test I found out that the level of significance 0,05 and the degree of freedom (Df) 54 which is gained from  $(N - 1)$ . The value of t-observation ( $t_o$ ) based on the result of the calculation is 0.014. Meanwhile, on the level significance 5% , with Df 54 the value of t-table ( $t_t$ ) is 2.02. Because t-observation is lower than t-table ( $t_o = 0.014 < t_t = 2,02$ ) [  $t_o < t_t$  ] so the Null hypothesis ( $H_o$ ) that states there is no significant difference on the Students' Listening Proficiencies between who taught by Audio Video Aids and Audio Picture Aids is confirmed . Therefore, I conclude that there is no significant difference on the Students' Listening Proficiencies between who taught by Audio Video Aids and those who are taught by Audio Picture Aids.

## **CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the discussion on chapter IV, I can draw some conclusions related to my research as follows;

The listening proficiencies of the third semester students of English Education department of Muria kudus university academic year 2009/2010 taught by audio and video aids is good (mean is 74.11 and standard of deviation (SD) is 9.20). The listening proficiencies of the third semester students of English Education department of Muria kudus university academic year 2009/2010 taught by audio and picture aids is categorized good (the mean is 74.07 and standard of deviation is 11.31). There is no significant difference on the listening proficiencies of the third semester students of English Education department of Muria kudus university academic year 2009/2010 taught by audio and video aids and those who taught by audio and picture aids. ( $t_o = 0.014 < t_t = 2,02$ )

### **B. Suggestion**

Base on The result of this research that there is no significance different on the listening proficiencies of the third semester students of English Education department of

Muria kodus university academic year 2009/2010 taught by audio and video aids and those who taught by audio and picture aids, I would give some suggestions for process of teaching and learning and also for the next research.

As I found out that the listening proficiencies of the third semester students of English Education department of Muria kodus university academic year 2009/2010 taught by audio and video aids and those who taught by audio and picture aids are good, So I suggest that those two techniques can be used in teaching and learning listening comprehension. The lecture can combine those techniques with variation of tasks and activities. In the listening task of this research I include some activities such as; guessing, multiple choice questions, completing sentence, and paraphrasing. One listening activities for example, the teacher could divide the class in to two group one group, one group listening video without the sound and the other one listening to the audio only, then let them share the information after that activity.

Based on the same research, other type of research can be done also. Because this research focus only on the students' listening proficiencies, so I suggest that other research may concern on students' motivation or interest on the subject. How the teaching technique increases the students' motivation is very important to find out, because motivation is one of important aspects in learning. I also suggest that other researcher may conduct the research in longer period of time. It is because the treatment in this research is done only in six meetings, and to find out how one technique affects on the students' learning improvement in longer term is also challenging to find out.

Video aids in teaching listening not only can be done by omitting the subtitle. I have a suggestion on using DVD movie. Movie which is produced in DVD usually produce subtitle from several language. We can choose DVD movie which has English and Indonesian subtitle then use the DVD in listening comprehension classroom. One group is given the DVD with Indonesian subtitle and the other one is given the English subtitle then after the treatment we can find out how those two treatments effect on the students' listening proficiencies.

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